

PART I - ELIGIBILITY CERTIFICATION

12PV152

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PV152

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	3	6	9		6	20	32	52
K	18	23	41		7	33	22	55
1	18	20	38		8	23	26	49
2	16	23	39		9	0	0	0
3	18	29	47		10	0	0	0
4	14	23	37		11	0	0	0
5	22	20	42		12	0	0	0
Total in Applying School:								409

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
98 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2010	409
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: $\frac{0\%}{0}$
 Total number of students who qualify: $\frac{0}{0}$

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: $\frac{3\%}{21}$
 Total number of students served: $\frac{21}{21}$

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>24</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>7</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>0</u>
Total number	<u>34</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

St. Mary of the Woods Catholic School is an integral part of its community. Established in 1953, it is located at 7033 North Moselle in Chicago, Illinois and has a total population of 409 students from approximately 237 families. Its mission is to help parents as primary educators of their children and to nurture students to become whole, responsible persons spiritually, academically, and physically. This mission provides children with a solid moral foundation rooted in church doctrine, enabling them to develop attitudes based on Catholic social teaching. St. Mary of the Woods recognizes that children are at the center of learning and each one is a unique individual possessing varying needs.

St. Mary of the Woods is worthy of Blue Ribbon status. It is a place where students and parents want to be. Numerous strengths and accomplishments, dedication to mission, and various milestones have vastly impacted the community and students it serves. Strong tradition, complimented by a loyal alma mater, dedication to service in the community, and 21st Century advancements in education empower students of St. Mary of the Woods to be active learners and people of good character. Because of the positive social and educational impact St. Mary's has had on its graduates, it can boast nearly one-fourth of its current family population is made up of children from alumni returning to their alma mater.

St. Mary of the Woods curriculum exceeds Chicago Archdiocesan Standards and is aligned with Common Core and Illinois State Teaching Standards. Faculty members work as a team to help ensure the success and future of St. Mary of the Woods. The core curriculum includes religion, reading, language arts, social studies, mathematics, and science. Tying this curricula together is a system of advanced technology that includes wireless networks, smart boards, interactive software applications, and a host of other technological advances.

Foreign language instruction begins in kindergarten and continues through eighth grade. St. Mary of the Woods has had a foreign language program for over 40 years. It was the first in the community to provide foreign language instruction to the entire school, establishing itself as an academic leader in the Archdiocese of Chicago. Visual and performing arts, physical education, and computer instruction complete the well-rounded and integrated curriculum of St. Mary of the Woods.

St. Mary of the Woods strongly encourages active involvement in service to others. Students participate in clothing drives, book drives, disaster relief efforts, and a myriad of charity fundraisers. Younger children are mentored by older students through various buddy programs. Students are a vital part of Catholic liturgies where they have input and actively participate. The D.A.R.E. program fosters student leadership and inspires health awareness.

St. Mary of the Woods is currently completing a multi-million dollar addition including new art and music studios and a state-of-the-art science lab. Students will be fully immersed in a STEM curriculum to prepare them for modern educational challenges they will meet in high school and college. In a world where information is exchanged at the speed of light, St. Mary of the Woods is a school where students develop creativity, imagination, invention, and innovation through an understanding of the nature, characteristics, and scope of technology.

1. Assessment Results:

The CTB-McGraw Hill Terra Nova, Multiple Skills Test is administered to all students in grades three through seven every year. This test is given in conjunction with the In View, an aptitude test to measure cognitive ability. Students identified with certain disabilities and serviced by Individual Catholic Educational Plans (ICEPs) take the Terra Nova with accommodations; therefore, their scores are not included in the group scores. Eighth-graders take placement exams at their prospective high schools in January. Students place in advanced math and English classes in their freshman year.

Terra Nova reading tests measure student achievement related to objectives in *basic understanding, analyzing text, evaluating and extending meaning, and identifying reading and writing strategies*. Terra Nova math tests measure student achievement as it relates to *number and number relations, computation and numerical estimation, operation concepts, measurement, geometry and spatial sense, data analysis, statistics and probability, algebra, problem solving, reasoning and communication*.

St. Mary of the Woods scores are reported as the NP (National Percentile) of the NCE (Normal Curve Equivalent). Each grade continually scores above benchmarks for NCLB-Blue Ribbon Schools in both reading and math. Over the past five years, the highest average math score was 83 in 2008 by the fifth-grade, and in 2011 by the fourth-grade. The highest average reading score was 94 in 2010 by the sixth-grade. In 2011, seventh-grade average scores were 79 in math compared to a benchmark of 70, and 88 in reading compared to a benchmark of 69. Even though it is not necessary to report language arts scores, it is worthwhile to consider them. St. Mary of the Woods language arts scores are even higher than reading scores. The seventh-grade language arts mean score was 91.

In comparing the class mean in reading and mathematics to the 85th percentile school ranking provided for Terra Nova by the NCLB-NBR application document, St. Mary of the Woods students, as a group, tested above the top 15 percent of all school groups on these national norms. These results exceeded the average scale scores that correspond to the 85th percentile in both reading and math in every grade tested over the past five years. Students' scores routinely place St. Mary of the Woods above the top 15 percent of all schools nationwide. In fact, St. Mary of the Woods has qualified for the Blue Ribbon in 2010, 2009, 2008 and 2007.

Standardized test scores at St. Mary of the Woods have remained consistent over many years. Reliably high achievement results can be attributed to parental commitment, early intervention, discipline, dedicated teachers, and a challenging curriculum. Of the 50 scores reported, only one was lower than the rest: 4th grade math (62) in 2009. The previous year these students scored 77, and the following year the same students scored 83. This class received additional small group instruction and math scores reflected the intervention.

Routine quizzes, classroom work, teacher observation, and screening measures such as the STAR reading and math assessments (administered triennially) have provided valuable information about the students at St. Mary of the Woods. This information is used to provide students with individualized, targeted instruction. Some students require short-term support while others require more intensive instruction and possibly an individual formal assessment. Students with diagnosed learning disabilities and other learning challenges are seen regularly by the learning disabilities/learning resource teachers.

2. Using Assessment Results:

St. Mary of the Woods uses a variety of assessments to determine individual student progress. Commonly used assessments include: standardized tests, class participation, chapter and unit tests, homework, individual and group projects, interactive, virtual, and dramatic presentations. Teachers use assessment information to design instruction that meets both class and individual student needs. Students who fall short of what is typical of their class receive help from classroom teachers, aides, and resource teachers.

Both Terra Nova and STAR assessments are given across several grade levels where more informal assessments take place in individual classrooms. STAR reading and math assessments are administered triennially to quantify instruction and learning. Students who have not achieved moderate mastery of reading and/or math or who are having difficulty in the classroom on a regular basis receive more individualized support. Once Terra Nova test results are received, the test coordinator convenes a meeting for all teachers in grades three through seven. At this meeting, results are analyzed to determine the specific strengths and needs of individual students. A careful analysis of test topics is compiled to determine student mastery levels of each concept tested.

After the initial standardized test results have been studied by the faculty coordinators, the principal and teachers meet to discuss the effectiveness of the school's curriculum. The current texts and supportive materials and programs are assessed to determine whether they meet the needs of the students, and ultimately how the curriculum needs to be adjusted in the future. A comprehensive discussion then flows from the collected data to the application of teaching strategies, classroom methodologies, curriculum mapping, and lesson/unit planning. Throughout the remainder of the spring and summer, meetings are conducted to create the next year's curriculum and instructional program.

Parents play an integral part in their child's education. Teachers and parents communicate frequently via e-mail, telephone calls, and conferences. Edline, an online interface for teachers, students and parents, is used to post assignments and grades so that both students and parents have updated accounts of academic progress. High school placement results are announced in the parish bulletin and well as the local paper. Standardized assessment results as well as other significant student achievements are communicated to parents and the community by highlighting them on the school website, parish bulletin, local newspapers, and the Archdiocese's newspaper, *The Catholic New World*.

St. Mary of the Woods School uses multiple forms of assessment to look at the whole student in order to provide an inclusive educational program whereby each student's needs are met. Standardized assessment results are shared with parents so they can see how their children and St. Mary of the Woods compare to other students throughout the country.

3. Sharing Lessons Learned:

St. Mary of the Woods collaborates with other schools within the Archdiocese of Chicago on instructional methods and strategies through a variety of professional growth seminars, workshops, and meetings that focus on innovative teaching. As a designated committee member of the Archdiocesan School Improvement Process (SIP), the assistant principal aids in the accreditation of other Archdiocesan schools through the evaluation of Catholic identity, academic excellence, and school vitality.

As a member of the Archdiocesan Curriculum Council, the principal of St. Mary of the Woods is responsible for the evaluation and establishment of Archdiocesan curriculum. He communicates methods successfully implemented to incorporate Common Core Standards and discusses established professional development programs. This professional sharing allows best practices to be shared with other schools throughout the Archdiocese. The St. Mary of the Woods principal also meets monthly with other principals in the area, biannually with the Archdiocese, and annually with Catholic school principals

throughout the country to share successes and solve problems. Topics include best teaching practices and methodologies, 21st Century advancements, and legal issues.

Through curriculum mapping, teachers at St. Mary of the Woods also share with thousands of educators real-time data to identify specific needs for improving curriculum, instruction, and assessment. To educate and train future teachers, St. Mary of the Woods collaborates with area universities including DePaul, Dominican, Loyola, and Northwestern.

4. Engaging Families and Communities:

St. Mary of the Woods School is fortunate to have the full support of its surrounding community. Located in the Edgebrook/Wildwood neighborhood in Chicago, the area operates more like a small town than part of a large urban area. Many alumni return to the neighborhood to raise their children and send them to school at St. Mary of the Woods.

Local businesses are proud supporters of St. Mary of the Woods. Student artwork is prominently displayed in local restaurants, and many local establishments donate food and supplies in support of school fundraisers. Local businesses advertise upcoming events at the school, and business owners actively participate in St. Mary of the Woods events in a variety of ways.

Contributing to student social growth and success, St. Mary of the Woods students also give back to the community in a number of ways. Throughout the year, students volunteer and visit residents at Misericordia, Chicago's largest private home for handicapped children and adults. They collect food for local pantries and make blankets for abused women's shelters. Currently, students are participating in a fundraiser to defeat childhood cancer and frequently write and send letters to veterans and servicemen and women. St. Mary of the Woods School is a vital part of the community where students receive an excellent education both inside the classrooms and outside the borders of the school itself.

St. Mary of the Woods implements strong teacher outreach to parents resulting in consistent academic success. Effective outreach practices include activities during Catholic Schools Week, open houses, back-to-school nights, meeting face to face, sending learning materials home, and keeping in touch about progress. As a result of this, St. Mary of the Woods students attend school regularly, obtain high grades and test scores, enroll in higher-level programs, have well-developed social skills, and go on to competitive high schools.

1. Curriculum:

The St. Mary of the Woods curriculum is designed to empower students to become confident, successful, lifelong learners by creating developmentally appropriate environments in which each child learns what the world is like, how it works, and what he or she is capable of achieving.

Religion: The religion curriculum at St. Mary of the Woods reflects a vision of Catholic faith grounded in Scripture and Tradition and Ignatian recognition of the presence of God in all things. Students are lead to be Christians in mission and action with a strong concern for others and a commitment to justice.

Language Arts: The language arts curriculum is designed to help students communicate and interpret information in a variety of modes. This is accomplished by composing, interpreting and comprehending written, audio, and visual texts with particular focus on those critical to supporting college and career readiness. Effectively communicating and interacting with others in group situations and communicating through different modes of presentation is emphasized.

Mathematics: Students become proficient in mathematics by learning to communicate and reason mathematically. They learn to become problem solvers by using appropriate tools and manipulatives. Strategies are taught using many techniques including the integrated study of number sense and operations, measurement, algebra, geometry, statistics and probability. Graduates are placed in advanced level courses.

Science: The science curriculum engages students' curiosity about the workings of the world to acquire the scientific literacy necessary for informed global citizenship. It demonstrates that science is not a static list of facts, but a dynamic process leading to an appreciation of the natural world. Students study life, earth, and physical science, space, and technology through hands-on experiments, direct instruction, guest speakers, field trips, a science fair and various STEM initiatives. Upon completion of the science curriculum, students acquire a basic understanding of scientific language and research tools. They are aware of past discoveries, the current state of knowledge, and the future direction of varying scientific disciplines.

Social Studies: Key components of the social studies curriculum are: the study of cultures, understanding the past and its legacy, the relationships between people, places and environments, power, authority and governance as well as civic ideals and practices. Curricular goals are that students become contributing and informed members of society.

Foreign Language: St. Mary of the Woods is in compliance with the program's foreign language requirements. Spanish begins in kindergarten through the World of Languages Program. Foreign language has been an integral part of the St. Mary of the Woods curriculum for over 40 years. Conversational fluency, vocabulary, grammar, writing and an in-depth exploration of Hispanic cultures is emphasized. The standard used to determine that a foreign language is part of the curriculum is over 90% of middle school students (grades 6-8) receive 90 minutes of Spanish instruction per week for the entire academic year. Graduates place in advanced level courses.

Fine Arts (Visual and Performing Arts): Students are exposed to disciplines of dance, music, theatre, and visual arts. Culture, history, theory, and basic elements of design and composition are introduced. Traditional means of artistic expression and newer media (cinematography, video, and computer generated art) are explored. Standards-based instruction is provided in other subject areas for an interdisciplinary approach. Students participate in seasonal musicals, choirs, and a band program. Field trips are made to a myriad of venues including performances at Chicago's Shakespeare Theatre, Chicago

Symphony Centre, and back stage tours of the Lyric Opera of Chicago.

Physical Education: Physical education focuses on health-enhancing personal, interpersonal, and life skills. Students learn movement and fitness fostering participation in physical activity throughout life. Nutrition and the emotional and social effects of the use and abuse of alcohol, tobacco, and other drugs are included. Extensive after school athletic programs provide an emphasis on sportsmanship and teamwork.

Computer and technology: The technology curriculum engages students in authentic learning requiring them to employ subject area knowledge to provide solutions to real-world problems. Challenges are carefully planned, managed, and assessed to increase student understanding of key academic content and ability to create high-quality products and presentations.

2. Reading/English:

From kindergarten through the early elementary grades, the curriculum and instructional methods at St. Mary of the Woods focus upon emergent literacy. The Michael Heggerty Phonemic Awareness Program and Soundabet are examples of ways students are engaged with music and interactive writing/games to effectively develop phonemic awareness and basic alphabetic principles. The MacMillan/McGraw Hill reading program's whole language approach to reading is utilized and language arts is integrated into reading to develop critical thinking skills as students mature.

As first graders, students are assessed and reading groups are developed according to emergent, developing and advanced readers. Reading instruction for younger students focuses on decoding, encoding, and related reading processes. The components of reading fluency, accuracy, automaticity, and rate are addressed through practice with high-frequency words, timed readings, repeated readings, read alouds, choral reading, recorded books, and readers theatre. Instructional methods and strategies including predicting, summarizing, question answering, and question generating are used to facilitate reading comprehension. Word analysis, context clues, and multiple exposures are used to increase vocabulary acquisition.

Second through fifth grade readers become strategic comprehenders of increasingly difficult texts. Students consolidate and extend their basic skills and become fluent confident readers. Curriculum focuses on the reciprocal relationship between reading and writing; teaching students to read like writers and write like readers. Instruction connects comprehension across whole group, small group and independent settings. Teachers differentiate instruction to meet individual needs. Lessons and methodology relate to real world experiences designed and implemented over a five-year period to bring a fine-tuned consistent approach to reading and writing instruction. The web-based version of Accelerated Reader is used at all grade levels. Components of this program help monitor student progress and encourage reading.

The reading curriculum in upper grades is inclusive of various literary genres, prose, and poetry. The McDougal-Littell Literature Series is enhanced by a full complement of web based support improving the reading skills of students performing above and below grade level. A "Best of the Best Fair" provides additional opportunity to develop written and oral speaking skills. Internet, software, trade books, textbooks, DVDs, videos and interactive computing are all used to match students' needs and interests within instructional units across the reading curriculum.

3. Mathematics:

St. Mary of the Woods curricular framework for mathematics builds on the Common Core Standards for Mathematics and NCTM Curriculum Focal Points. Essential elements are included from counting and cardinality at the pre-K level to 9th grade concepts taught at the 8th grade level (radicals, algebra, factorizing, inequalities, capacity, exponents, and consumer arithmetic). Focus is placed upon students

becoming increasingly engaged as they grow in mathematical maturity and expertise. The Houghton-Mifflin Harcourt Series *GO Math!*, the first program written to align with Common Core, is utilized in grades K-6. Interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources from this program are utilized to ensure success for all learners - early finishers, gifted students, and those needing extra support.

Mathematical problem solving is a hallmark of the St. Mary of the Woods' mathematics program. Students are asked to apply their learning and to show their mathematical thinking and understanding. They are taught skills requiring practice with a variety of problems to establish a firm grasp of mathematical techniques and their underlying principles. Armed with this deeper knowledge, mathematics is then used in a flexible way to attack various problems and devise different ways of solving any particular problem.

Students are taught that mathematical problem solving calls for reflective thinking, persistence, learning from the ideas of others, and going back over one's own work with a critical eye. Constructing viable arguments and critiquing the reasoning of others, analyzing situations and justifying their conclusions, communicating conclusions, and responding to the arguments of others are all part of the St. Mary of the Woods' mathematics curriculum. Students are expected to be able to listen or read the arguments of others, decide whether they make sense, and ask questions to clarify or improve the arguments.

Technology components incorporated include interactive digital manipulatives, motivating videos of real world settings, *CARMEN SANDIEGO*[™] math detective activities, eStudent editions, online assessment and professional development video podcasts. *Mathletics*, an online math practice system for grades K-12, provides a full curriculum section to practice various math topics. It is complimented by various motivational items including avatar enhancements and allows students to participate in *Mathletics Live* against other children around the globe.

Success in solving mathematical problems helps create an abiding interest in mathematics. Students learn to model with mathematics and to apply what they know to solve problems arising in everyday life, society, and the workplace. Graduating students place in advance placement mathematics courses specifically designed for acceleration in college, technological and engineering careers.

4. Additional Curriculum Area:

St. Mary of the Woods School prepares graduates to live and work in a world characterized by rapid growth of information and continuously changing technologies. Students are equipped to live and work in a global, technological world. They are armed with knowledge of technological systems that include input, processes, output, and at times, feedback. Emphasis is also placed on developing an understanding of the cultural, social, economic and political effects of technology and the effects technology can have on the environment.

Professional quality presentations in Power Point and Windows Movie Maker are designed by the students of St. Mary of the Woods. This is guided by proficient keyboarding skills and developed multi-media knowledge including photo editing and movie making. Students have the ability and knowledge to download movies, music files, and other types of media for use in a multitude of programs. Every classroom is wireless and equipped with a ceiling mounted projector. Teachers are equipped with multi-media laptops that interface with Mimio smart board technology, MimioVote assessment system, MimioCapture ink recording system, and MimioPad wireless tablets.

Teachers use Mimio technology to create interactive lessons to enhance daily instruction and to make learning engaging and interactive. The school deploys both Apple and PC platforms. Digital and video cameras are available for students and teachers to use in designing multimedia presentations.

Students are taught that technology systems often interact with each other and knowledge from other fields of study often has a direct effect on the development of technological products and systems.

St. Mary of the Woods is a community of 21st Century learners. Classroom teachers integrate the technological skills their students develop into their own instructional techniques. Aided by teachers and professional photographers, junior high students annually distribute a yearbook evidencing their advancements. Students at St. Mary of the Woods follow a comprehensive scope and sequence of skills from kindergarten keyboarding to middle school challenges requiring them to conduct research, write blogs, utilize digital photography, and publish work on the internet. They develop an understanding of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

5. Instructional Methods:

To develop and improve student learning a wide range of instructional methodologies are employed by the faculty of St. Mary of Woods. Lessons are based on Common Core Standards while still accommodating varying needs. Students are encouraged to be active participants in the learning process. Facilitating creativity and critical thinking is paramount. Lessons are taught to entire classes, small groups, and reinforced in individual instruction in a variety of ways in support of this philosophy. Instruction is modified based upon the strengths of particular learners. Differentiated learning strategies include cooperative learning, reciprocal teaching, information processing strategies, and sensory learning activities. Using manipulatives, creating charts, diagrams, and other visuals are also successfully incorporated.

Teachers provide differentiated instruction to meet the diverse needs of St. Mary of the Woods students beginning with pre-assessment. This guides the teacher as to which concept students already know, what they are able to learn, and what they need and are motivated to learn. High challenging and low threatening environments are then created in which each student will be able to gain knowledge and strive towards success. Armed with this information an array of methodologies including explaining, demonstrating, collaborating, learning by teaching, and lecturing are then implemented using a myriad of resources.

Technology is effectively used to supplement curriculum and instructional methodologies to meet the varying needs of student subgroups. Renaissance Learning and Mathletics, leading providers of technology-based programs and innovative online resources, endow St. Mary of the Woods with outstanding resources to support differentiated instruction in grades one through eight. Mathletics engages students in competitive and rewarding learning experiences through math competitions taking place around the world. This employs students globally as teachers for their peers.

Further supporting a wide range of active learning environments at St. Mary of the Woods where students can approach course content through problem-solving exercises, is the state-of-the-art interactive tool, Mimio. Mimio technology transforms white boards into digital interactive learning surfaces. This allows both teacher and student to manipulate information visually bringing learning to life.

Still other examples of hands-on multi-sensory instructional methods include an American Revolutionary War fair, a best-of-the-best fair, and a junior high science fair all specifically designed by St. Mary of the Woods staff to give students the opportunity to share their research with both adults and other students in creative ways. These resources allow implementation of demonstrative and collaborative methodologies.

Crafting differentiated instruction at St. Mary of the Woods is a constant work in progress. Special education teachers work in partnership with classroom teachers in all grades to best assist students with differences identified in their academic evaluations. Preschool through grade three have instructional

aides in each class. Intermediate classrooms benefit from the assistance of a resource teacher. These educators meet the needs of all students by creating an inclusive classroom utilizing differential methodologies to ensure high levels of student learning and achievement.

6. Professional Development:

Staff development activities are encouraged at St. Mary of the Woods School because it is committed to the very best academic and spiritual education possible for its students. Teachers at St. Mary of the Woods participate in a variety of programs to enhance professional development and achieve goals. Faculty often attend conferences with other Catholic schools for inspiration, enrichment, and the opportunity to share ideas with peers. Regular workshops are held at the school encompassing a wide variety of topics. These include professionalism, Renaissance Learning, Mathletics, and differentiated instructional methodologies. Personal safety, operation of EpiPen Auto-Injectors, CPR and AED training are also given. All staff at St. Mary of the Woods is certified in cardiopulmonary resuscitation.

Teachers additionally have the opportunity to choose from a variety of in-services to improve technology and computer skills. These are offered frequently to suit each teacher's need and ability level. Some of the programs include multi-media tools, latest versions of PowerPoint and Excel, Mimio smart board technology, and strategies to integrate technology into the classroom.

An annual professional development stipend is provided to teachers to attend professional seminars designed for their particular subjects, grade levels, and interests. These include strengthening reading, writing, and math instruction, using differentiated instruction in the classroom, literacy centers, and working to motivate the difficult child. Many teachers attend week long seminars during the summer for in-depth study. Teachers are encouraged to keep up with educational trends. St. Mary of the Woods subscribes to several professional magazines to support this effort. Pre-school and kindergarten programs strictly follow standards established by NAEYC guidelines.

7. School Leadership:

St. Mary of the Woods' leadership is made up of the principal, assistant principal, pastor and School Advisory Board. This team of committed educators, professionals, and ministers is dedicated to making the children of St. Mary of the Woods its number one priority. The goal of these leaders is to strive to provide an excellent education and develop the whole child physically, mentally and spiritually. This is the basis from which the school is administered and policy is developed.

The principal along with his administrative team collaborate to create an atmosphere of collegiality between faculty, students, parish, and community. The faculty is encouraged to think creatively and design curriculum that is relevant, engaging, and challenging. There is a strong emphasis on innovative teaching methods to foster critical thinking. An environment where teachers engage students to use technology encountered in daily life is supported and includes blogs, podcasts, video editing, interactive smart board presentations, and digital graphic design.

The principal and assistant principal drive the vision of St. Mary of the Woods and embrace a hands-on leadership style. One of their primary goals is to ensure curriculum exceeds Common Core Standards. Curriculum maps and lesson plans are examined monthly to ensure teachers demonstrate current methods of instruction and assessment. An innovative, open, student-centered environment is promoted to encourage teachers to use best teaching practices.

The principal of St. Mary of the Woods provides leadership on the archdiocesan level by being a member of the Archdiocese Curriculum Council. He is additionally a member of various professional associations including The National Catholic Educational Association (NCEA), Illinois Principal Association, and the Archdiocesan Principal Association.

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes
3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4715</u>	<u>\$4715</u>	<u>\$4715</u>	<u>\$4715</u>	<u>\$4715</u>	<u>\$4715</u>
K	1st	2nd	3rd	4th	5th
<u>\$4715</u>	<u>\$4715</u>	<u>\$4715</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5025
5. What is the average financial aid per student? \$98
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	79	75	80	78
Number of students tested	40	42	51	53	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	3	3	0
Percent of students alternatively assessed	13	5	6	6	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

12PV152

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	77	70	79	82
Number of students tested	40	42	52	53	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	3	3	0
Percent of students alternatively assessed	13	5	6	6	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	62	73	82	81
Number of students tested	42	53	56	53	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	3	0	2
Percent of students alternatively assessed	2	8	5	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

12PV152

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	69	75	82	87
Number of students tested	43	53	56	53	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	3	0	2
Percent of students alternatively assessed	2	8	5	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	82	80	83	76
Number of students tested	53	55	53	51	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	3	2	3	0
Percent of students alternatively assessed	11	5	4	6	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

12PV152

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	81	84	90	80
Number of students tested	53	54	53	51	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	3	2	3	0
Percent of students alternatively assessed	11	6	4	6	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	78	79	71	78
Number of students tested	56	50	51	55	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	4	2	2
Percent of students alternatively assessed	5	6	8	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

12PV152

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	94	93	79	83
Number of students tested	56	50	51	55	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	4	2	2
Percent of students alternatively assessed	5	6	8	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	80	72	76	81
Number of students tested	50	48	51	59	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	2	2	2
Percent of students alternatively assessed	6	6	4	3	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

12PV152

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	90	77	84	80
Number of students tested	49	49	51	59	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	2	2	2
Percent of students alternatively assessed	6	8	4	3	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill, and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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